



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2009**

**Grade 11
Reading**

Reading

❶ The prefix *contra-* in the words contrary and contradict means

- A. with.
- B. opposite.
- C. false.
- D. damaged.

❷ The phrase to sit on the fence means to be

- A. undecided.
- B. uncomfortable.
- C. disinterested.
- D. detained.

Suffragists worked to obtain national voting rights for women; their goal was finally achieved in 1920. Read this passage to learn about the courageous efforts of one suffragist. Then answer the questions that follow.

Edna Purtell: Suffragist

Hartford, Connecticut, and Washington, D.C., 1918

Phillip Hoose

“He broke two of my fingers taking my banner away.”

Edna took the train to Washington. On August 6, she and hundreds of other suffragists hoisted long, streaming banners and began to march toward Lafayette Park, shouting slogans as they advanced. They were angry that Democrats in the U.S. Senate had gone on summer recess without voting on a proposed amendment to the U.S. Constitution that would give women the right to vote. At the park, they demanded that President Woodrow Wilson come out of the White House to speak with them. But whenever one of the women tried to speak, she was grabbed by the police and forced into a patrol wagon. Outraged, a few women scaled a statue of Lafayette and shouted their defiance from the top to all who could hear. Edna was one of them:

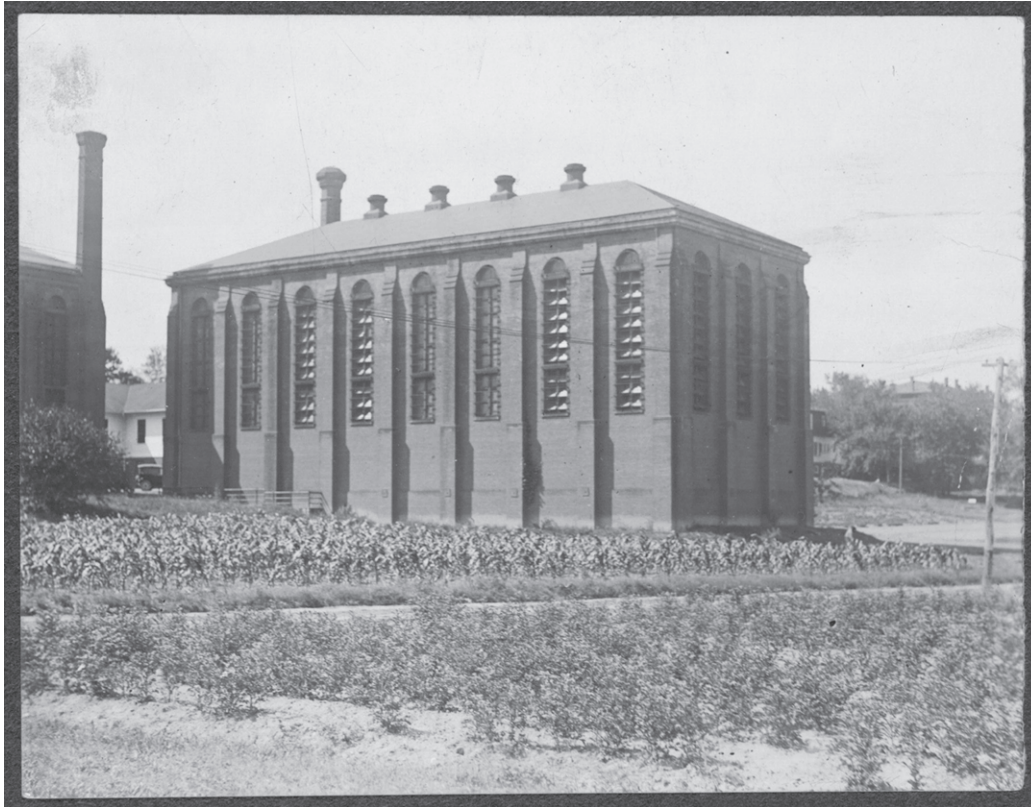
“I was so young that I could climb the statue and call out, ‘Lafayette, we are here!’ The police wouldn’t arrest you until you began to speak. Those were their orders. I was arrested four times for climbing the statue. Some of the police would throw us in the wagon, others would help us in. They would take us down to the jail, then they’d let us go. The older women couldn’t go back to Lafayette Park, but I went back. I carried the American flag, and sometimes another banner that said, ‘I come from Connecticut, the Cradle of Liberty.’ It was purple, white and gold [suffragist colors].

“The last time I was arrested a young policeman came over [and said] they had orders to take those banners away from us. I said to him, ‘Oh, I can’t give you this banner. This banner is my banner of liberty’ . . . [Then] a great big cop came along and told him, ‘Take [her banner] away.’ The young cop said to him, ‘You take it away.’ [The other cop] bent back my fingers, and he broke two of them taking it away . . . We were taken to the Washington District workhouse. Many of the women were desperately ill. We couldn’t even drink the water in that place.”

The Washington District workhouse was set in a swamp. Years before, it had been declared “unfit for human habitation” and had been closed down. Shortly after they entered, the women voted to go on a hunger strike. That meant they would live only on the reddish brown drinking water that trickled through rusted pipes. One prisoner after another became ill. U.S. senators who visited were shocked by the conditions and demanded their release. President Wilson received a flood of telegrams from outraged citizens, and, after five days, the women were freed. Edna’s broken fingers were still untreated when she stepped outside. The women immediately applied for a permit to hold a second rally in Lafayette Park. This time, police made no attempt to stop them.

Edna's arrest and imprisonment made the Hartford newspapers. When she returned to her job in the filing department of the Travelers Insurance Company, her admiring co-workers greeted her with a large sign reading VOTES FOR WOMEN. The company president wasn't pleased.

"When I came back, Batterson [the president] called me down [to his office]. He said, 'You know, Miss Purtell, you're liked very well here, but we don't want you to be talking about suffrage . . .' I said to him, 'Mr. Batterson, during work hours I'll take care of my job. But once I get in that elevator, what I talk about is my business, not yours. And on our coffee break, that's our coffee break, and I'll talk about anything I want.'"



Washington District workhouse where the marchers were imprisoned

- 3 What was the purpose of the march on August 6?
- A. to attempt to free the women who had been arrested
 - B. to call for President Woodrow Wilson's resignation
 - C. to protest the Senate's failure to vote on an amendment
 - D. to gain much-needed publicity for the suffragist movement

- 4 The word habitation refers to a place where people
- A. work.
 - B. hide.
 - C. eat.
 - D. live.

- 5 Which factor led to the release of the women imprisoned in the Washington District workhouse?
- A. pressure from the public and officials
 - B. the lack of space inside the workhouse
 - C. a settlement negotiated with the police force
 - D. newspaper coverage of Edna Purtell's injuries

- 6 Which word **best** describes the reaction of Edna Purtell's coworkers to her protest?
- A. disbelieving
 - B. uninterested
 - C. supportive
 - D. entertained

- 7 Describe how Edna Purtell demonstrated bravery throughout the events described in the passage. Use information from the passage to support your answer.

Read this passage to learn about the experience of a young artist. Then answer the questions that follow.

The Contest

Langston Hughes

Casually, one day, Miss Dietrich asked Nancy Lee what color frame she thought would be best on her picture. That had been the first inkling.

“Blue,” Nancy Lee said. Although the picture had been entered in the Artist Club contest a month ago, Nancy Lee did not hesitate in her choice of a color for the possible frame since she could still see her picture clearly in her mind’s eye—for that picture waiting for the blue frame had come out of her soul, her own life, and had bloomed into miraculous being with Miss Dietrich’s help. It was, she knew, the best water color she had painted in her four years as a high-school art student, and she was glad she had made something Miss Dietrich liked well enough to permit her to enter in the contest before she graduated.

It was not a modernistic picture in the sense that you had to look at it a long time to understand what it meant. It was just a simple scene in the city park on a spring day with the trees still leaflessly lacy against the sky, the new grass fresh and green, a flag on a tall pole in the center, children playing, and an old black woman sitting on a bench with her head turned. A lot for one picture, to be sure, but it was not there in heavy and final detail like a calendar. Its charm was that everything was light and airy, happy like spring, with a lot of blue sky, paper-white clouds, and air showing through. You could tell that the old black woman was looking at the flag; and that the flag was proud in the spring breeze; and that the breeze helped to make the children’s dresses billow as they played.

- 4 Miss Dietrich had taught Nancy how to paint spring, people and a breeze on what was only a plain white piece of paper from the supply closet. But Miss Dietrich had not said make it like any other spring-people-breeze ever seen before. She let it remain Nancy Lee’s own. That is how the old black woman happened to be there looking at the flag—for in her mind the flag, the spring and the woman formed a kind of triangle holding a dream

Nancy Lee wanted to express. White stars on a blue field, spring, children, ever-growing life, and an old woman. Would the judges at the Artist Club like it?

One wet rainy April afternoon Miss O’Shay, the girls’ vice-principal, sent for Nancy Lee to stop by her office as school closed. Pupils without umbrellas or raincoats were clustered in doorways hoping to make it home between showers. Outside the skies were gray. Nancy Lee’s thoughts were suddenly gray, too.

She did not think she had done anything wrong, yet that tight little knot came in her throat just the same as she approached Miss O’Shay’s door. Perhaps she had banged her locker too often and too hard. Perhaps the note in French she had written to Sallie halfway across the study hall just for fun had never gotten to Sallie but into Miss O’Shay’s hands instead. Or maybe she was failing in some subject and wouldn’t be allowed to graduate. Chemistry! A pang went through the pit of her stomach.

She knocked on Miss O’Shay’s door. That familiarly solid and competent voice said, “Come in.”

Miss O’Shay had a way of making you feel welcome even if you came to be expelled.

“Sit down, Nancy Lee Johnson,” said Miss O’Shay. “I have something to tell you.” Nancy Lee sat down. “But I must ask you to promise not to tell anyone yet.”

“I won’t, Miss O’Shay,” Nancy Lee said, wondering what on earth the principal had to say to her.

“You are about to graduate,” Miss O’Shay said, “And we shall miss you. You have been an excellent student, Nancy, and you will not be without honors on the senior list, as I am sure you know.”

At that point there was a light knock on the door. Miss O’Shay called out, “Come in,” and Miss Dietrich entered. “May I be a part of this, too?” she asked, tall and smiling.

“Of course,” Miss O’Shay said. “I was just telling Nancy Lee what we thought of her. But I hadn’t gotten around to giving her the news.

Perhaps, Miss Dietrich, you'd like to tell her yourself."

Miss Dietrich was always direct. "Nancy Lee," she said, "your picture has won the Artist Club scholarship."

The slender brown girl's eyes widened, her heart jumped, then her throat tightened again. She tried to smile, but instead tears came to her eyes.

"Dear Nancy Lee," Miss O'Shay said, "we are so happy for you." The elderly white woman took her hand and shook it warmly while Miss Dietrich beamed with pride.

Nancy Lee must have danced all the way home. She never remembered quite how she got there through the rain. She hoped she had been dignified. But certainly she hadn't stopped to tell anybody her secret on the way. Raindrops, smiles, and tears mingled on her brown cheeks. She hoped her mother hadn't yet gotten home and that the house was empty. She wanted to have time to calm down and look natural before she had to see anyone. She didn't want to be bursting with excitement—having a secret to contain.

18 Miss O'Shay's calling her to the office had been in the nature of a preparation and a warning. The kind, elderly vice-principal said she did not believe

in catching young ladies unawares, even with honors, so she wished her to know about the coming award. In making acceptance speeches she wanted her to be calm, prepared, not nervous, overcome, and frightened, so Nancy Lee was asked to think what she would say when the Scholarship Award was conferred upon her a few days hence, both at the Friday morning high school assembly hour when the announcement would be made, and at the evening banquet of the Artist Club. Nancy Lee promised the vice-principal to think calmly about what she would say.

Miss Dietrich had then asked for some facts about her parents, her background and her life, since it would probably all be desired for the papers. Nancy Lee had told her how, six years before, they had come up from the Deep South, her father having been successful in achieving a transfer from one post office to another, a thing he had long sought in order to give Nancy Lee a chance to go to school in the North. Now, they lived in a modest black neighborhood, went to see the best plays when they came to town, and had been saving to send Nancy Lee to art school, in case she were permitted to enter. But the scholarship would help a great deal, for they were not rich people.

- 8 A synonym for the word inkling is
- A. drawing.
 - B. criticism.
 - C. hint.
 - D. step.
- 9 Why does Nancy Lee feel her picture is the best she has ever painted?
- A. It shows her great technical ability.
 - B. It expresses something important to her.
 - C. It combines modernistic and traditional themes.
 - D. It has already received praise from many people.
- 10 Based on paragraph 4, the most personal element in Nancy Lee's painting is the
- A. blue sky.
 - B. tall flagpole.
 - C. group of children.
 - D. old black woman.
- 11 Why does Miss O'Shay tell Nancy Lee about the scholarship before the assembly?
- A. She wants to give Nancy Lee time to prepare herself.
 - B. She needs to make sure that Nancy Lee attends the assembly.
 - C. She hopes Nancy Lee's parents will be able to attend the assembly.
 - D. She knows that Nancy Lee has been worried about the scholarship.
- 12 Analyze what the interactions between Nancy Lee and the two women (Miss Dietrich and Miss O'Shay) reveal about her relationship with each woman. Use details from the passage to support your answer.

13 In paragraph 18, the word conferred means

- A. discussed.
- B. planned.
- C. prepared.
- D. awarded.

14 Based on the passage, what is true about Nancy Lee's parents?

- A. They value art and education.
- B. They are teaching her to paint.
- C. They hope she will stay close to home.
- D. They are unaware of her artistic talents.

15 The climax of this passage occurs when

- A. Nancy Lee knocks on Miss O'Shay's office door.
- B. Miss Dietrich tells Nancy Lee about the scholarship.
- C. Miss O'Shay tells Nancy Lee how much she will be missed.
- D. Miss Dietrich asks for information about Nancy Lee's family.

16 What will Nancy Lee **most likely** do next?

- A. prepare her speech for the assembly
- B. visit her mother at work
- C. share her news with her friends
- D. buy a frame for her painting

17 Explain Nancy Lee's motivation(s) in the passage. Use details from the passage to support your answer.

Acknowledgments

The New Hampshire, Vermont, Rhode Island, and Maine Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2009.

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**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2009**

**Grade 11
Reading**

**NECAP 2009 RELEASED ITEMS
GRADE 11 READING**

10.2.1 **Students identify the meaning of unfamiliar vocabulary by** using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)

1 The prefix *contra-* in the words contrary and contradict means

- A. with.
- B. opposite.
- C. false.
- D. damaged.

10.3.1 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by** identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

2 The phrase to sit on the fence means to be

- A. undecided.
- B. uncomfortable.
- C. disinterested.
- D. detained.

Edna Purcell Informational Text

10.7.2 **Demonstrate initial understanding of informational texts (expository and practical texts) by** using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 3 What was the purpose of the march on August 6?
- A. to attempt to free the women who had been arrested
 - B. to call for President Woodrow Wilson's resignation
 - C. to protest the Senate's failure to vote on an amendment
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- 5 Which factor led to the release of the women imprisoned in the Washington District workhouse?
- A. pressure from the public and officials
 - B. the lack of space inside the workhouse
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- 6 Which word **best** describes the reaction of Edna Purtell's coworkers to her protest?
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- 7 Describe how Edna Purcell demonstrated bravery throughout the events described in the passage. Use information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough description of how Edna Purcell demonstrated bravery. Response includes relevant information from the passage.
3	Response provides a description of how Edna Purcell demonstrated bravery. Response includes some information from the passage.
2	Response provides a partial description of how Edna Purcell demonstrated bravery. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Information that may be included

- her willingness to take part in the march
- her defiance of the police
- her willingness to be jailed
- her response to her boss

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 4

7 Edna Purcell was a very brave woman throughout this series of events, it was this bravery that helped her earn the respect of the authorities. Edna knew that she'd be arrested for speaking out during their demonstration, but she was still willing to roll out her beliefs and accept her arrests four different times.

When they tried to take her banner away she told them it was her "banner of liberty" and they couldn't have it. The only way they could get the banner was by breaking her fingers. Then when she was imprisoned she participated in a hunger strike, which ultimately got them out of their jail. All of this is brave, but her bravest act came at the end, when she told her boss that she'd do her job during work hours. But before and after work, and on her coffee break was her time and she could talk about whatever she wanted. This shows extreme bravery in standing up for what she believes in to the man she has to answer to every day.

Response provides a thorough description of how Edna Purcell demonstrated bravery. Response includes relevant information from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3

7

Edna Purcell demonstrated a great amount of bravery throughout the events. She climbed to the top of the statue yelling, she was arrested 5000 times, but it never stopped her from going back. One day she had a banner that the police officer wanted to confiscate, but she wouldn't give in and another police officer broke two of her fingers trying to get it from her. She was imprisoned in horrible conditions, no food gross and disgusting water, untreated fingers. Everybody was getting ill. And through all that, she still survived it all, and for that, she is an extremely brave person.

Response provides a description of how Edna Purcell demonstrated bravery. Response includes some information from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE A)

7 Edna Purtell showed alot of bravery. Edna showed bravery by climbing the statue and shooting things. Also another way she showed bravery by marching with the banners. Bravery was also shown by her going back back to the rallys and standing up for womens rights. She showed bravery in multiple ways through out the whole story.

Response provides a partial description of how Edna Purtell demonstrated bravery. Response includes limited information from the passage.

SCORE POINT 2
(EXAMPLE B)

7 Edna was brave to have faught for womens rights to vote. Even though she was arrested 4 times she still kept fighting. After having her fingure broken, she still kept fighting. To go through all of that and go on a hunger strike is amazing. I don't think I would have ever been able to do that. And to stand up to her boss, who could have fired her, that takes a lot of courage.

Response provides a partial description of how Edna Purtell demonstrated bravery. Response includes limited information from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

7

Edna Purcell demonstrated bravery
by standing up for something she
believes in and not being scared
to take major risk. She took life
threatening risk to win the right
for women to vote.

Response is vague or minimal.

SCORE POINT 0

7

They try to stop people from
working in the work hours.

Response is totally incorrect or irrelevant.

The Contest

Literary Text

10.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

8 A synonym for the word inkling is

- A. drawing.
- B. criticism.
- C. hint.
- D. step.

10.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

9 Why does Nancy Lee feel her picture is the best she has ever painted?

- A. It shows her great technical ability.
- B. It expresses something important to her.
- C. It combines modernistic and traditional themes.
- D. It has already received praise from many people.

The Contest

Literary Text

10.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)

- 10 Based on paragraph 4, the most personal element in Nancy Lee's painting is the
- A. blue sky.
 - B. tall flagpole.
 - C. group of children.
 - D. old black woman.

10.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 11 Why does Miss O'Shay tell Nancy Lee about the scholarship before the assembly?
- A. She wants to give Nancy Lee time to prepare herself.
 - B. She needs to make sure that Nancy Lee attends the assembly.
 - C. She hopes Nancy Lee's parents will be able to attend the assembly.
 - D. She knows that Nancy Lee has been worried about the scholarship.

The Contest

Literary Text

10.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time

- 12 Analyze what the interactions between Nancy Lee and the two women (Miss Dietrich and Miss O'Shay) reveal about her relationship with each woman. Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes relevant details from the passage.
3	Response provides an analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes some details from the passage.
2	Response provides a partial analysis of what the interactions between Nancy Lee and at least one of the two women reveal about her relationship with each woman. Response includes limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Interactions may include Miss Dietrich's support and encouragement of Nancy Lee, Miss O'Shay's support and pride in Nancy Lee, or Miss O'Shay's expectations of Nancy Lee. Details that reveal these relationships among the characters may include

- the description of the art class and
- the scene in the principal's office.

SCORE POINT 4

12

Nancy Lee's interactions with Miss Dietrich reveal that their relationship has grown along with Nancy Lee's improving art work. Miss Dietrich had helped her see her art as a part of her soul, her own life and allowed for Nancy to take Miss Dietrich's lessons on how to paint spring and turn it into her own spring master piece.

Nancy Lee's interactions with Miss O'Shay reveal that they do not often speak, because Nancy is scared when she gets called down to her office. But it does show that Miss O'Shay is very proud of Nancy and not just for winning the Artist Club scholarship, but for being on the honors list and an excellent student. Nancy Lee also appreciated and looked up to Miss O'Shay for advice on her acceptance speech.

Response provides a thorough analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes relevant details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3

12

In the story, "The Contest" by Langston Hughes you can see that the main character has different relationships with the two other people in the story.

The main character, Nancy Lee and her art teacher, Miss Dietrich seem to have a fairly close bond as student and teacher. You can tell that their relationship is comfortable and casual. Nancy Lee probably spends a good amount of time in the art room and has gotten to know her teacher, Miss Dietrich.

With the other character in the story, Miss O'Shay is Nancy Lee's vice-principal. It's obvious that Nancy isn't as comfortable with Miss O'Shay and gets nervous just walking to her office. With Miss O'Shay's relaxed attitude it appears that she knows Nancy Lee as a good hard-working student.

Response provides an analysis of what the interactions between Nancy Lee and the two women reveal about her relationship with each woman. Response includes some details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE A)

12

Nancy Lee and the two women that she was talking to Miss Dietrich and Miss O Shay you could tell they were close. One way you could tell was because of all the nice things Miss O Shay said about her, such as "We will miss you" and you are an excellent student." you can also tell because Nancy Lee started to cry in front of them and you usually won't cry in front of people you do not feel comfortable in front.

Response provides a partial analysis of what the interactions between Nancy Lee and at least one of the two women reveal about her relationship with each woman. Response includes limited details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2
(EXAMPLE B)

12

Nancy Lee and Miss Dietrich had a very friendly relationship. They both share a passion for art and were both equally excited when Nancy got the scholarship. The relationship between Nancy Lee and Miss O'Shay doesn't seem as strong. Nancy Lee was nervous when she was going into her office, this means that she is not there often.

Response provides a partial analysis of what the interactions between Nancy Lee and at least one of the two women reveal about her relationship with each woman. Response includes limited details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

12 They have a good relationship.
The old women say that they are
very proud of Nancy. They are kind
of like mother figures it seems

Response is vague or minimal.

SCORE POINT 0

12 She didn't appear to have a
good relationship with them because
she was more of a dreamer.

Response is totally incorrect or irrelevant.

The Contest

Literary Text

10.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary

13 In paragraph 18, the word conferred means

- A. discussed.
- B. planned.
- C. prepared.
- D. awarded.

10.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time

14 Based on the passage, what is true about Nancy Lee's parents?

- A. They value art and education.
- B. They are teaching her to paint.
- C. They hope she will stay close to home.
- D. They are unaware of her artistic talents.

The Contest

Literary Text

10.4.1 Demonstrate initial understanding of elements of literary texts by identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action

- 15 The climax of this passage occurs when
- A. Nancy Lee knocks on Miss O'Shay's office door.
 - B. Miss Dietrich tells Nancy Lee about the scholarship.
 - C. Miss O'Shay tells Nancy Lee how much she will be missed.
 - D. Miss Dietrich asks for information about Nancy Lee's family.

10.5.1 Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)

- 16 What will Nancy Lee **most likely** do next?
- A. prepare her speech for the assembly
 - B. visit her mother at work
 - C. share her news with her friends
 - D. buy a frame for her painting

The Contest

Literary Text

10.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time

- 17 Explain Nancy Lee's motivation(s) in the passage. Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of Nancy Lee's motivation(s) in the passage. Response includes relevant details from the passage.
3	Response provides an explanation of Nancy Lee's motivation(s) in the passage. Response includes some details from the passage.
2	Response provides a partial explanation of Nancy Lee's motivation(s) in the passage. Response uses limited details from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Acceptable interpretations of Nancy Lee's motivations must be supported by the text.

17 According to the passage, Nancy Lee's picture "had come out of her soul, her own life." This seems to say that Nancy Lee was motivated to create her masterpiece by some hidden motivation inside her that wanted her to express herself. It also says in the passage that, in Nancy Lee's picture, "the flag, the spring and the woman formed a kind of triangle holding a dream Nancy Lee wanted to express." Each of these things must have been important symbols and Nancy must have wanted to create a connection between them. Of course, another motivation of her painting would have been to try to win the scholarship contest. It is written in the passage that "the scholarship would help a great deal." Nancy Lee was clearly motivated.

Response provides a thorough explanation of Nancy Lee's motivation(s) in the passage. Response includes relevant details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 3

17

Nancy Lee has a lot of motivations when it comes to her paintings. Her art teacher, Ms. Dietrich has helped her a lot with her art work. She really wanted to see Nancy Lee succeed with her work. Nancy Lee really wanted to make her proud. Nancy's dad moved them up North so Nancy Lee could go to a good school and it would help further her art education and help her get into an art school. Nancy Lee really motivated herself a lot. She really just wanted to have a really good painting. She also really wanted the scholarship so she pushed herself to do really well so she could have a chance.

Response provides an explanation of Nancy Lee's motivation(s) in the passage. Response includes some details from the passage.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

17

Nancy Lee had a few reasons to be motivated. First of all she wanted to make her art teacher proud. She also might have wanted to do something big her last year in that school. Most importantly, she needed the scholarship to be able to get into an art college because her family was poor.

Response provides a partial explanation of Nancy Lee's motivation(s) in the passage. Response uses limited details from the passage.

SCORE POINT 1

17

Nancy Lee's motivations were to win the art scholarship so she could graduate and go on to do what she loved.

Response is vague or minimal.

NECAP 2009 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 0

17 She went from place to place from the
Park to the house to the club that she
like she moved alot for a young lady.

Response is totally incorrect or irrelevant.

Grade 11 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	II	WV	II	II	II	WV	LI	LA	LI	LA
GSE Code	10-2	10-3	10-7	10-3	10-7	10-7	10-7	10-3	10-4	10-5	10-4	10-5
Depth of Knowledge Code	1	1	1	1	2	2	2	1	2	2	1	3
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	B	A	C	D	A	C		C	B	D	A	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

Released Item Number	13	14	15	16	17
Content Strand ¹	WV	LA	LI	LA	LA
GSE Code	10-3	10-5	10-4	10-5	10-5
Depth of Knowledge Code	2	2	2	2	3
Item Type ²	MC	MC	MC	MC	CR
Answer Key	D	A	B	A	
Total Possible Points	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response